

End-point assessment plan for **Trade Union Official** apprenticeship standard

Apprenticeship standard reference number	Apprenticeship standard level	Integrated end-point assessment
ST0815	4	No

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Introduction and overview

This document sets out the requirements for end-point assessment (EPA) for the Trade Union Official apprenticeship standard. It explains how EPA for this apprenticeship must operate.

This document provides the EPA design requirements for end-point assessment organisations (EPAOs) for this apprenticeship standard. It will also be useful for apprentices undertaking this apprenticeship, their employers and training providers.

EPA must be conducted by an EPAO approved to deliver EPA for this apprenticeship standard. Each employer should select an approved EPAO from the Education & Skills Funding Agency's Register of end-point assessment organisations (RoEPAO).

Full-time apprentices will typically spend 18 months on-programme (before the gateway) working towards this occupational standard. All apprentices must spend a minimum of 12 months on-programme. All apprentices must spend a minimum of 20% of on-programme time undertaking off-the-job training.

Before starting EPA, an apprentice must meet the gateway requirements. For this apprenticeship they are:

- the employer must be content that the apprentice is working at or above the occupational standard
- apprentices must have achieved English and mathematics at Level 2¹

The EPAO must confirm that all required gateway evidence has been provided and accepted as meeting the gateway requirements. The EPAO is responsible for confirming gateway eligibility. Once this has been confirmed, the EPA period starts.

This EPA should then be completed within an EPA period lasting typically for 6 months. This EPA consists of 2 discrete assessment methods. It will be possible to achieve the following grades in each end-point assessment method:

Assessment method 1: Professional Discussion underpinned by Portfolio of Evidence

- Fail
- Pass
- Distinction

Assessment method 2: Work-based Project followed by a Report and a Presentation with questions and answers

- Fail
- Pass
- Distinction

Performance in the EPA will determine the overall apprenticeship standard grade of:

- Fail
- Pass
- Distinction

¹ For those with an education, health and care plan or a legacy statement, the apprenticeship's English and mathematics minimum requirement is Entry Level 3. British Sign Language (BSL) qualifications are an alternative to English qualifications for those who have BSL as their primary language.

EPA summary table

On-programme (typically 18 months)	Training to develop the occupation standard's knowledge, skills and behaviours (KSBs). Training towards English and mathematics Level 2, if required. Compiling a portfolio of evidence.
End-point assessment gateway	<ul style="list-style-type: none"> • Employer is satisfied the apprentice is consistently working at, or above, the level of the occupational standard. • English and mathematics Level 2 Apprentices must submit: <ul style="list-style-type: none"> • A portfolio of evidence to underpin the professional discussion • The project's subject, title and scope will be agreed between the employer and the EPAO at the gateway
End-point assessment (which will typically take 6 months)	Assessment method 1: Professional Discussion underpinned by portfolio With the following grades: <ul style="list-style-type: none"> • Fail • Pass • Distinction Assessment method 2: Work-based project (WP) followed by a report and a presentation with questions and answers With the following grades: <ul style="list-style-type: none"> • Fail • Pass • Distinction Performance in these assessment methods will determine the overall apprenticeship standard grade of: <ul style="list-style-type: none"> • Fail • Pass • Distinction

Length of end-point assessment period

The EPA will be completed within an EPA period lasting typically of 6 months, starting when the EPAO has confirmed that all Gateway requirements have been met.

Order of assessment methods

The assessment methods can be delivered in any order and one assessment method does not need to be passed before another is started. However, it is recommended that the professional discussion underpinned by portfolio be completed while the project is ongoing.

EPA Gateway

The EPA period should only start once the employer is satisfied that the apprentice is consistently working at or above the level set out in the occupational standard, that is to say they are deemed to have achieved occupational competence. In making this decision, the employer may take advice from the apprentice's training provider(s), but the decision must ultimately be made solely by the employer.

The EPAO determines when all gateway requirements have been met, and the EPA period will only start once the EPAO has confirmed this.

In addition to the employer's confirmation that the apprentice is working at or above the level in the occupational standard, the apprentice must have completed the following gateway requirements prior to beginning EPA:

English and mathematics at level 2.

For those with an education, health and care plan or a legacy statement the apprenticeships English and mathematics minimum requirement is Entry Level 3. A British Sign Language qualification is an alternative to English qualifications for whom this is their primary language.

For Professional Discussion underpinned by a portfolio, the apprentice will be required to submit their portfolio of evidence in line with the following requirements:

- apprentices must compile a portfolio of evidence during the on-programme period of the apprenticeship
- it must contain evidence related to the KSBs that will be assessed by the professional discussion
- the portfolio of evidence will typically contain 16 discrete pieces of evidence
- evidence must be mapped against the KSBs
- evidence may be used to demonstrate more than one KSB; a qualitative as opposed to quantitative approach is suggested

- evidence sources may include:
 - workplace documentation/records, for example workplace policies/procedures, records
 - witness statements
 - annotated photographs
 - video clips (maximum total duration 15 minutes); the apprentice must be in view and identifiable

This is not a definitive list; other evidence sources are possible.

- it should not include reflective accounts or any methods of self-assessment
- any employer contributions should focus on direct observation of performance (for example witness statements) rather than opinions
- the evidence provided must be valid and attributable to the apprentice; the portfolio of evidence must contain a statement from the employer and apprentice confirming this
- the portfolio of evidence must be submitted to the EPAO at the gateway

The portfolio of evidence is not directly assessed. It underpins the professional discussion and therefore should not be marked by the EPAO. EPAOs should review the portfolio of evidence in preparation for the professional discussion but are not required to provide feedback after this review of the portfolio.

The apprentice's Trade Union line manager / mentor will typically support the development of the portfolio in accordance with organisational policy and processes, although the assessment organisation will provide further guidance on the content. While the apprentice will receive support and guidance during the on-programme training, the portfolio must be the apprentices own work and be based on the apprentice's evidence and not the support and guidance others can provide.

For Work-based Project (WP), followed by a report and a presentation with questions and answers, The project title, brief summary and terms of reference requirements are as follows:

- The apprentice will scope out and provide a brief summary of what the project will cover and will submit a terms of reference at the gateway of what will be undertaken. This should demonstrate that the work-based project and report will provide sufficient opportunity for the apprentice to meet the assessment criteria. The terms of reference is not an assessed component of the project and will typically be no longer than 500 words.
- The brief summary of what the project will cover plus the terms of reference need to include a summary of the project plan, research requirements, an overview of how the project will be planned. These should include timeframes and the date that the work-based project report has to be submitted to the independent assessor taking into account the deadlines stipulated within this end-point assessment plan.

The project title, brief summary and terms of reference should be agreed between the employer, the apprentice and the EPAO at the gateway. The EPAO should sign-off the project to confirm its suitability prior to the project commencing. In the event that the EPAO determines the apprentice's brief summary and terms of reference do not represent an acceptable project, the apprentice may re-draft their proposal for the EPAO to consider. The EPA period will not start until this has been signed off.

Assessment methods

Assessment method 1: Professional Discussion underpinned by a portfolio

This assessment method has one component.

Assessment method 1 component 1: Professional Discussion underpinned by a portfolio

Overview

A professional discussion is a two-way dialogue which involves both the independent assessor and the apprentice actively listening and participating in a formal conversation. It gives the apprentice the opportunity to make detailed and proactive contributions to confirm their competency across the KSBs mapped to this method.

The rationale for this assessment method is:

This method suits assessment of KSBs that may not naturally or reliably occur during the project and instead are best evidenced via a discussion (underpinned by the evidence recorded in a portfolio) developed over the on-programme phase.

Delivery

The independent assessors will conduct and assess the professional discussion. Only the independent assessor and the apprentice shall be present. The EPAO must give the apprentice a minimum of one week's notice of when the professional discussion will take place. The apprentice may take their portfolio into the professional discussion and make reference to it throughout.

This assessment will take the form of a professional discussion which must be appropriately structured to draw out the best of the apprentice's competence and cover the KSBs assigned to this assessment method. It will involve questions that will focus on detail. The purpose of the questions will be:

- to assess the KSBs assigned to this assessment method and the apprentice may use their portfolio to support their responses

The professional discussion must last for 60 minutes. The independent assessor has the discretion to increase the time of the professional discussion by up to 10% to allow the apprentice to complete their last answer.

The professional discussion will be conducted as set out here:

The professional discussion will be underpinned by the portfolio completed by the apprentice during the on-programme phase of the apprenticeship. This is a two-way discussion, and the independent assessor will seek to gain assurance of the apprentice's competency by questioning. The independent assessor should have at least 5 working days to review the portfolio in advance of the professional discussion. The independent assessor will ask a minimum of 6 questions. Questions may be taken from an EPAO question bank or be those generated by the assessor.

Follow up questions are permitted where clarification is required. Apprentices will be expected to use examples from their portfolio to support their answers.

It is anticipated that the professional discussion will ordinarily be conducted face to face. Video conferencing can also be used to conduct the professional discussion, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

The independent assessor must use the assessment tools and procedures that are set by the EPAO to record the professional discussion.

The independent assessor will make all grading decisions.

Venue

The professional discussion should take place in a quiet room, free from distractions and influence.

The professional discussion can take place in any of the following:

- employer's premises
- a suitable venue selected by the EPAO (for example a training provider's premises)
- a suitable video conferencing platform

Other relevant information

A structured question bank must be developed by EPAOs. The 'question bank' must be of sufficient size to prevent predictability and the EPAO must review regularly (at least once a year) to ensure that it, and its content, are fit for purpose. The questions relating to the underpinning KSBs, must be varied yet allow assessment of the relevant KSBs. It is recommended that EPAOs consult employers on the design of suitable questions held within the bank each time the question bank is reviewed.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Independent assessors must be developed and trained by the EPAO in the conduct of professional discussion and reaching consistent judgement.

EPAOs will produce the following material to support this assessment method:

- Outline of the assessment method's requirements
- Marking materials
- Data capture form for evidence and gaps
- Bank of questions
- Guidance document for employers and apprentices on the process / timescales for the professional discussion as well as a description of the purpose of the professional discussion
- Guidance document for independent assessors on how to carry out the assessment

Marking

The independent assessor will record the apprentice's responses throughout the professional discussion using the assessment tools provided by the EPAO.

Assessment method 2: Work-based Project (WP) followed by a report and a presentation with questions and answers

This assessment method has 2 components.

Assessment method 2 component 1: Work-based project (WP) followed by a report

Overview

The project report is compiled and delivered after the apprentice has gone through the gateway and completed the project.

The work-based project should be designed to ensure that the apprentice's work meets the needs of the Trade Union and its membership, is relevant to their role and allows the relevant KSBs to be demonstrated for the EPA. Therefore, the project's subject, title and scope will be agreed between the apprentice, the employer and the EPAO. The employer will ensure it has real Trade Union application and the EPAO will ensure it meets the requirements of the EPA (including suitable coverage of the KSBs assigned to this assessment method). The EPAO should sign-off the project title to confirm its suitability prior to the project commencing. (See the Gateway section of this document for the project title, brief summary and terms of reference requirements.)

The rationale for this assessment method is:

Trade Union officials are required to manage issues that have a significant lifecycle. These typically range from challenges maintaining an effective union presence in a workplace, through to proactive campaigns. In such circumstances, the Trade Union official will typically research the issue before implementing a solution through to evaluation. A project is therefore a realistic and appropriate test of knowledge, skills and behaviours.

Delivery

Apprentices will undertake a project in the form of conducting research, planning and delivering the work and writing a project report. They will then present their findings in the form of a report and presentation.

The project starts after the apprentice has gone through the gateway. The apprentice must be given 16 (sixteen) weeks to complete and submit the work-based project report, following the EPAO's approval of the report scope and title. Employers must allow apprentices up to 30 (thirty) working days of time (within this sixteen-week period) to do so. The employer will ensure the apprentice has sufficient time and the necessary resources within this period, to plan and undertake the project.

Whilst completing the project, the apprentice should be subject to the supervision arrangements outlined below:

Input at this stage from the employer and EPAO should be limited to guidance in terms of the project topic, scope and recommended reading. All work must be the apprentice's work alone and they must receive no assistance other than that described above.

Once the project report is completed, the apprentice will electronically submit to the EPAO their project report. For those learners with a special learning need such as dyslexia the EPAO will ensure that reasonable adjustments are in place where necessary.

The project report will have a word limit of 5,000 words, with a tolerance of +/-10% (at the discretion of the apprentice). Appendices, references, diagrams etc. will not be included in this total, but these must not exceed 1,500 words.

The apprentice will be required to document their assumptions and to highlight the consequences of those assumptions, enabling them to demonstrate their Trade Union knowledge and understanding, limitations of the project and data analysis, as well as the application of their thinking and problem-solving skills. The project report must map, in an appendix, how it evidences the relevant KSBs for this assessment method (this appendix is not included in any word count).

Following submission of the project report, the EPAO will inform the candidate of the date for the formal presentation with questions and answers. The independent assessor should have at least 5 working days to review the project report in advance of the presentation. The presentation with questioning will take place post project report submission with the EPAO providing at least two (2) weeks' notice.

The project report should be in the form of an electronic written format.

The project will typically be based on any one of the following, though any project with a focus to increase membership may be considered:

- Identify a specific problem within a workplace that is a barrier to creating a self-sustaining workplace and undertake a plan to overcome the barrier to influence the change
- Review current practice in order to increase and sustain membership growth within a region/workplace/employer
- Identify an opportunity to implement a new campaign to increase membership within a workplace & create a self-sustaining workplace

As a minimum, the apprentices' project report must cover each and every one of the following:

1. Background and introduction
2. Outline of the key issue, challenges or opportunity
3. Justification and scope for the work-based project
4. Evidence of effective research
5. Potential benefits (i.e. improved productivity, membership growth, improved workplace structures including active branches) and drawbacks including industrial, costs, contractual and organisational etc.
6. Potential risks
7. Consideration of legislation, regulation, industry and organisational policies, procedures and requirements
8. Proposed plan for implementation and work breakdown structure
9. Stakeholder engagement
10. Measures of success
11. One-page summary outlining recommendations

The content of the apprentice's project report must cover each and every one of the following elements:

- Organising Trade Union activity in a workplace
- The development of a strategic approach to maximising Trade Union membership in a workplace
- The collection, analysis and interpretation of appropriate information and data
- Recommendations to maximise Trade Union membership and effectiveness
- Suggested next steps including evaluation

Due to the often confidential nature of Trade Union activities, the apprentice must redact from their report any references to Trade Union members (including potential members) by their actual name. They should similarly redact any references to an employee/employer, where not doing so may risk future relationships.

When the project report is submitted, the employer and the apprentice should verify that the submitted work is that of the apprentice.

Marking

The independent assessor will review and mark the project report in a timely manner, as determined by the EPAO, and without extending the EPA unnecessarily. Similarly, all quality control processes will also be conducted in a timely manner, as determined by the EPAO.

Supporting material

EPAOs will produce the following material to support this assessment method:

- Marking materials
- Feedback template to provide feedback to the apprentice
- A guidance document for employers and apprentices on how the assessment will take place, including timescales.
- Independent assessor training materials
- Grading guidance
- Outline of the assessment method's requirements

Assessment method 2 component 2: Presentation with questions and answers

Overview

Apprentices will prepare and deliver a presentation that appropriately covers the KSBs assigned to this method of assessment.

The presentation will be based on the project and report and will cover:

- a) a summary of the problem, recurring issue or idea/opportunity
- b) methodology - why the apprentice adopted their chosen approach
- c) high level findings
- d) recommendations
- e) a summary of the projects conclusion and plans for evaluation.

The presentation must be completed after the gateway and only once the project report has been completed and submitted and will be presented to an independent assessor, either face-to-face or via online video conferencing. Video conferencing can be used to conduct the presentation with questions and answers, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided in some way, e.g. 360 degree camera.

After the project report has been submitted, the EPAO must arrange a date for the presentation, for which the apprentice will be given 2 weeks' notice. During this period, the apprentice will have the equivalent of 2 days time to prepare and complete the presentation. The apprentice is not required to submit any material ahead of the date of the presentation to the independent assessor but must notify the EPAO of any presentation requirements when they are advised of the date of the presentation.

The rationale for this assessment method is:

Trade Union officials often have to communicate their findings to others. Therefore, the presentation of the project findings replicates closely what is typically expected in the workplace, for instance when reporting to senior Trade Union leadership.

Delivery

The presentation with questions and answers component of the assessment method will last for a total of 45 minutes, broken down as follows:

The presentation with questions and answers can be just verbal (i.e. no visuals) or with paper-based or/and electronic visuals.

The presentation will last for 20 minutes. The independent assessor has the discretion to increase the time of the presentation by up to 10% to allow the apprentice to complete their last point. Ordinarily, the independent assessor will remain silent throughout the presentation.

After the presentation, the independent assessor will have 25 minutes during which they must ask a minimum of 6 questions. The independent assessor will use the questions from a question bank supplied by the EPAO as a guide to tailor their own questions based on the project report. They will do this ahead of the presentation and having read the project report. The questions are intended to confirm the independent assessor's understanding of the presentation and how it demonstrates the relevant KSBs. The purpose of these questions is to support the apprentice to constructively demonstrate and

discuss their project and their competence in terms of the knowledge, skills and behaviours and grading criteria assigned to assessment method two. Any number of follow-up questions are permitted within the time available.

The independent assessor will make all grading decisions and will grade the project report and presentation with questions and answers holistically.

To deliver the presentation, the apprentice will have access to:

- Presentation software previously notified to the EPAO
- Flip chart
- Laptop/computer
- Notes
- Interactive boards

Venue

EPAOs must ensure that the presentation and questioning elements are conducted in a suitable controlled environment in any of the following:

- employer's premises
- a suitable video conferencing platform
- other suitable venue selected by the EPAO (for example a training provider)

The venue should be a quiet room, free from distraction and external influence.

Video conferencing can also be used to conduct the presentation, but the EPAO must have processes in place to verify the identity of the apprentice and ensure the apprentice is not being aided.

Only the independent assessor will observe the presentation. A representative from the EPAO may be present when necessary for moderation purposes.

Question and resource development

EPAOs will create and set open questions to assess KSBs mapped to this assessment method. Each EPAO must develop a question bank of sufficient size to prevent predictability and review them regularly (and at least once a year) to ensure the questions they contain are fit for purpose. Independent assessors must use the question bank as a source for questioning and are expected to use their professional judgment to tailor those questions appropriately. Independent assessors are responsible for generating suitable follow-up questions in line with the EPAO's training and standardisation process. The questions relating to underpinning KSBs must be varied yet allow assessment of the relevant KSBs.

EPAOs must ensure that apprentices have a different set of questions in the case of re-sits/re-takes.

Supporting material

EPAOs will produce the following materials to ensure that this assessment method is marked consistently and accurately:

- Outline of the assessment method's requirements
- Marking materials
- A bank of questions
- Grading guidance
- Independent assessor training materials
- Guidance document for employers and apprentices on the process / timescales for the work-based project, with a report and presentation as well as a description of the purpose
- Guidance document for independent assessors on how to carry out the assessment

Reasonable adjustments

The EPAO must have in place clear and fair arrangements for making reasonable adjustments for this apprenticeship standard. This should include how an apprentice qualifies for reasonable adjustment and what reasonable adjustments will be made. The adjustments must maintain the validity, reliability and integrity of the assessment methods outlined in this assessment plan.

Weighting of assessment methods

All assessment methods are weighted equally in their contribution to the overall EPA grade.

Overall EPA grading

All EPA methods must be passed for the EPA to be passed overall.

To achieve a pass overall, the apprentice must achieve a pass in both assessment methods by achieving all pass criteria.

To achieve a distinction overall, the apprentice must achieve a distinction in both assessment methods by achieving all pass criteria and the stated number of distinction criteria.

Grades from individual assessment methods should be combined in the following way to determine the grade of the EPA as a whole:

Assessment method 1 Professional Discussion	Assessment method 2 – Work based project with report and presentation	Overall grading
Fail	Any grade	Fail
Any grade	Fail	Fail
Pass	Pass	Pass
Pass	Distinction	Pass
Distinction	Pass	Pass
Distinction	Distinction	Distinction

Any grade = fail, pass, or distinction

Re-sits and re-takes

Apprentices who fail one or more assessment method will be offered the opportunity to take a re-sit or a re-take. A re-sit does not require further learning, whereas a re-take does.

Apprentices should have a supportive action plan to prepare for the re-sit or a re-take. The apprentice's employer will need to agree that either a re-sit or re-take is an appropriate course of action.

An apprentice who fails an assessment method, and therefore the EPA in the first instance, will be required to re-sit or re-take any failed assessment methods only.

The timescales for a resit/retake is agreed between the employer and EPAO. A resit is typically taken within 3 months of the EPA outcome notification. The timescale for a retake is dependent on how much re-training is required and is typically taken within 6 months of the EPA outcome notification.

Re-sits and re-takes are not offered to apprentices wishing to move from pass to distinction.

Where any assessment method has to be re-sat or re-taken, the apprentice will be awarded a maximum EPA grade of pass, unless the EPAO determines there are exceptional circumstances requiring a re-sit or re-take.

Roles and responsibilities

Role	Responsibility
Apprentice	<p>As a minimum, apprentices should:</p> <ul style="list-style-type: none"> • participate in and complete on-programme training to meet the KSBs as outlined in the occupational standard for a minimum of 12 months • undertake 20% off-the-job training as arranged by the employer and EPAO • understand the purpose and importance of EPA • undertake the EPA including meeting all gateway requirements
Employer	<p>As a minimum, employers should:</p> <ul style="list-style-type: none"> • select the EPAO and training provider • work with the training provider (where applicable) to support the apprentice in the workplace and to provide the opportunities for the apprentice to develop the KSBs • arrange and support a minimum of 20% off-the-job training to be undertaken by the apprentice • decide when the apprentice is working at or above the occupational standard and so is ready for EPA • ensure that all supporting evidence required at the gateway is submitted in accordance with this EPA plan • remain independent from the delivery of the EPA • confirm arrangements with the EPAO for the EPA (who, when, where) in a timely manner (including providing access to any employer-specific documentation as required, for example company policies) • ensure that the EPA is scheduled with the EPAO for a date and time which allow appropriate opportunity for the KSBs to be met • ensure the apprentice is well prepared for the EPA • ensure the apprentice is given sufficient time away from regular duties to prepare for and complete all post-gateway elements of the EPA, and that any required supervision during this time (as stated within this EPA plan) is in place • where the apprentice is assessed in the workplace, ensure that the apprentice has access to the resources used on a daily basis • pass the certificate to the apprentice

EPAO	<p>As a minimum, EPAOs should:</p> <ul style="list-style-type: none"> • conform to the requirements of this EPA plan and deliver its requirements in a timely manner • conform to the requirements of the Register of End-Point Assessment Organisations (RoEPAO) • conform to the requirements of the external quality assurance provider (EQAP) for this apprenticeship standard • understand the occupational standard • make all necessary contractual arrangements, including agreeing the price of the EPA • develop and produce assessment materials including specifications and marking materials (for example mark schemes, practice materials, training material) • appoint suitably qualified and competent independent assessors • appoint administrators (and invigilators where required) to administer the EPA as appropriate • provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading • provide adequate information, advice and guidance documentation to enable apprentices, employers and training providers to prepare for the EPA • arrange for the EPA to take place, in consultation with the employer • where the apprentice is not assessed in the workplace, ensure that the apprentice has access to the required resources and liaise with the employer to agree this if necessary • develop and provide appropriate assessment recording documentation to ensure a clear and auditable process is in place for providing assessment decisions and feedback to all relevant stakeholders • have no direct connection with the apprentice, their employer or training provider. In all instances, including when the EPAO is the training provider (i.e. HEI), there must be no conflict of interest • have policies and procedures for internal quality assurance (IQA), and maintain records of regular and robust IQA activity and moderation for external quality assurance (EQA) purposes • deliver induction training for independent assessors, and for invigilators and/or markers (where used) • undertake standardisation activity on this apprenticeship standard for all independent assessors before they conduct an EPA for the first time, if the EPA is updated and periodically as appropriate (a minimum of annually) • manage invigilation of apprentices in order to maintain security of the assessment in line with the EPAO's malpractice policy
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	<ul style="list-style-type: none"> • verify the identity of the apprentice being assessed • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • provide details of the independent assessor's name and contact details to the employer • have and apply appropriately an EPA appeals process • request certification via the Apprenticeship Service upon successful achievement of the EPA
Independent assessor	<p>As a minimum, independent assessors should:</p> <ul style="list-style-type: none"> • have the competence to assess the apprentice at this level and hold any required qualifications and experience in line with the requirements of the independent assessor as detailed in the IQA section of this EPA plan • understand the occupational standard and the requirements of this EPA • have, maintain and be able to evidence up-to-date knowledge and expertise of the subject matter • deliver the end-point assessment in-line with the EPA plan • comply with the IQA requirements of the EPAO • have no direct connection or conflict of interest with the apprentice, their employer or training provider; in all instances, including when the EPAO is the training provider (i.e. HEI) • attend induction training • attend standardisation events when they begin working for the EPAO, before they conduct an EPA for the first time and a minimum of annually on this apprenticeship standard • assess each assessment method, as determined by the EPA plan, and without extending the EPA unnecessarily • assess against the KSBs assigned to each assessment method, as shown in the mapping of assessment methods and as determined by the EPAO, and without extending the EPA unnecessarily • make all grading decisions • record and report all assessment outcome decisions, for each apprentice, following instructions and using assessment recording documentation provided by the EPAO, in a timely manner • use language in the development and delivery of the EPA that is appropriate to the level of the occupational standard • mark open (constructed) test answers accurately according to the EPAO's mark scheme and procedures

Training provider	<p>As a minimum, training providers should:</p> <ul style="list-style-type: none">• work with the employer and support the apprentice during the off-the-job training to provide the opportunities to develop the knowledge, skills and behaviours as listed in the occupational standard• conduct training covering any knowledge, skill or behaviour requirement agreed as part of the Commitment Statement (often known as the Individual Learning Plan).• monitor the apprentice's progress during any training provider led on-programme learning• advise the employer, upon request, on the apprentice's readiness for EPA• remain independent from delivery of the EPA. Where the training provider is the EPA (i.e. a HEI) there must be procedures in place to mitigate against any conflict of interest
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Internal Quality Assurance (IQA)

Internal quality assurance refers to the requirements that EPA organisations must have in place to ensure consistent (reliable) and accurate (valid) assessment decisions. EPA organisations for this EPA must:

- Appoint independent assessors who have a working knowledge of all of the duties contained in this apprenticeship Standard.
- Appoint independent assessors who have recent relevant experience of the occupation/sector at least the same level as the apprentice gained in the last three years or significant experience of the occupation/sector.
- appoint independent assessors who are competent to deliver the end-point assessment and who meet the following minimum requirements:
 - Hold or working towards a recognised assessor qualification
- provide training for independent assessors in terms of good assessment practice, operating the assessment tools and grading
- have robust quality assurance systems and procedures that support fair, reliable and consistent assessment across the organisation and over time
- operate induction training and standardisation events for independent assessors when they begin working for the EPAO on this standard and before they deliver an updated assessment method for the first time
- ensure independent assessors attend standardisation events on an ongoing basis and at least once per year

Affordability

Affordability of the EPA will be aided by using at least some of the following practice:

- Online assessment
- Using an employer's premises
- Suitable videoconferencing software

Professional body recognition

Professional body recognition is not relevant to this occupational apprenticeship.

Mapping of knowledge, skills and behaviours (KSBs)

Assessment method 1: Professional Discussion underpinned by Portfolio

Knowledge
K1 Appreciation of the overall contribution, historical context and impact that the Trade Union movement has had on society in general, including in particular employment law, workers' rights, equal and fair pay, economic growth, diversity and inclusion.
K2.1 The distinctive role and overall purpose of their own Trade Union.
K2.2 The democratic structures, rules and processes of their own union, together with sectoral and industrial knowledge and how this relates to the workplace setting, together with understanding of political, economic, social, technological, environmental and legal (PESTEL) contexts in which their union operates.
K3.1 Who potential stakeholders and target audiences are in the union context.
K3.2 How to analyse organisations and identify relationships between stakeholders in terms of power and influence.
K3.3 The context of service user in the wider community and the potential leverage that the community has on Trade Union objectives.
K6.1 How communication is used to support recruitment, retention and delivering value for members.
K6.2 Modern communication techniques that have most impact in achieving the Trade Union's strategic objectives and how these fit within a campaign plan.
K6.3 The principles and application of campaigning and the range of effective potential communication methods, taking the audience and message into account.
K6.4 How to gather data and measure impact.
K9.1 The legislative framework around the operations of Trade Unions, employment law, Equality legislation, ACAS codes of practice and health and safety law, and how each of these apply in the workplace.
K9.2 The appropriate application of organisational policies and statutory provisions (such as employee code of conduct and relevant policies concerning information technology and data governance/protection) and how other relevant legislation applies to the employment situation and/or the role of trade unions.
K10.1 How to select different education methods (including formal and informal) appropriate to the membership in order to create self-sustaining trade union workplaces.
K10.2 Access routes, where to signpost members and how to source funding. Own Trade Union learning agenda, policy and landscape.
K12.1 The Trade Union equality agenda, equality campaigning and own union's approach and their practical application.
K12.2 The techniques available to address equality issues in the workplace and beyond.

K14 The union learning agenda and organising opportunities related to Lifelong Learning for members and potential members.

Skills
S1 Critically apply knowledge of the industrial social and sectoral history of the Trade Union movement to inform promotion of the purpose and benefits of Trade Unionism to a range of audiences and stakeholders.
S2.1 Create effective membership structures across the workplaces within their responsibility that are reflective of Trade Union inclusive practice and also the membership profile.
S2.2 Ensures that membership structures are designed with regard to PESTEL analysis, maximising the potential for the structure to flourish.
S3.1 Identifies, builds and maintains effective relationships in order to create a successful union presence. Builds rapport where needed.
S3.2. Recognises all potential stakeholders and target audiences relevant to their membership structures, campaigns, and wider Trade Union agendas.
S3.3 Identifies the key stakeholder power and influence relationships and uses this to best effect in advancing their objectives.
S3.4 Utilise leverage that the community has on Trade Union objectives.
S6.1 Actively listens to the concerns of members.
S6.2 Targets messages and presents both fact based evidence and persuasive arguments in ways that are tailored to their audience and can be clearly understood in order to progress a Trade Union issue.
S6.3 Applies judgement to select the most effective communication/campaigning and evaluation methods and deploys effectively.
S6.4 Presents the key objectives of a campaign while managing expectations of members. Communicates persuasively and with conviction.
S6.5 Recognises discrepancies and gaps in information and uses a range of questioning techniques to clarify and extract as much detail as possible.
S9.1 Maximising the potential for success by identifying, applying and positioning legislation, codes of practice and policies in a variety of situations including union recognition, collective bargaining, individual representation, and other areas.
S9.2 Implement systems to confidently advise and support members as well as protect own union (for instance from risk of litigation).
S10 Delivers informal education and other learning opportunities that meet Trade Union objectives, choosing an appropriate development method tailored to the audience. This includes, but is not limited to, developing members to become representatives in their workplaces, maximising Trade Union presence and autonomy within the workplace setting.
S11.1 Adopts an appropriate leadership style in order to motivate, unify and strengthen Trade Union membership and self-sustaining workplaces within own jurisdiction.

S11.2 Manages setbacks whilst maintaining unity with members. Applies democratic principles in line with own Trade Union rulebook.
S13.1 Uses tact and diplomacy appropriately to mediate and reconcile different points of view and resolve problems whilst representing and/or advocating on behalf of members. Articulates the case to best effect by selecting persuasive arguments.
S13.2 Manages conflict and handles dissension calmly and confidently, upholding and maximising the reputation of the Trade Union at all times.
S13.3 Identifies and organises collective responses where appropriate.
S13.4 Explains and defends own point of view; thinks clearly and rapidly under pressure and uncertainty.
S14.1 Adopts and adapts the appropriate negotiating styles and techniques to maximise the potential for successful bargaining (such as effective preparation, building support for the issue, being the legitimate voice of the workforce, adopting a strategic approach, identifying and applying leverage, knowing when to adapt the negotiating strategy, promoting beneficial change and reaching mutually agreeable solutions).
S14.2 Applies sound judgement in progressing and concluding negotiations with the ability to identify routes to a successful outcome.
S15 Applies sound judgement related to confidentiality, maintaining it where appropriate and ensures that procedures and legislation are followed.
S17.1 Identifies and addresses equality issues and opportunities.
S17.2 Develops and applies strategies that progress the Trade Union equality agenda and own union's equality priorities. Applies campaigning techniques to address inequality in the workplace and beyond.

Behaviours
B1.1: Demonstrates commitment to the Trade Union ethos. Exercises integrity, impartiality, honesty and diligence.
B1.2 Role models and champions positive behaviours that inspires others. Identifies and brings out and develops leadership skills in self and others.
B4: Takes responsibility for own development and behaviour by identifying opportunities to improve.
B7: Challenges employers, stakeholders and members where necessary to achieve outcomes and to embed fairness

Assessment method 2: Work-based Project followed by a Report and a Presentation with questions and answers

Knowledge
K4 The processes that must be followed in order to deliver evidence based research, how to identify and use existing research, how to commission additional internal/external research and how to apply this to own work.
K5 The principles of project management and the project planning tools available. Knows how a campaign moves through its life cycle from research and planning to delivery and evaluation. The systems, tools and processes used in the role.
K7.1 Why members join a Trade Union and the trends that influence recruitment.
K7.2 The workplace and social realities and context of existing and potential members and what constitutes a good 'member' experience.
K7.3 The main challenges and motivations of existing members and the internal and external factors that are impacting on them and the trends influencing retention and retention of members
K8.1 The importance of growth and retention for Trade Union sustainability and power.
K8.2 The key benefits, rights and responsibilities of Trade Union membership – statutory, practical and ideological.
K11 The core principles, practices and methodologies of organising trade union workplaces and own union's approach to organising.
K13 The practical application of relevant legislation and organising/leverage opportunities related to health and safety in the workplace.

Skills
S4.1 Identifies and utilises a wide range of data and information that will inform own decision-making and influence others, in particular relating to campaign strategies.
S4.2 Selects appropriate research approaches in order to source and interrogate information.
S5 Selects appropriate project tools and implements these effectively to the entire lifecycle of a project or campaign, from planning to delivery and evaluation. Sets timeframes, tasks, objectives and evaluates.
S7 Analyses membership data to assess, develop and enact retention and recruitment strategies. Uses effective problem-solving techniques to make well-informed judgements/decisions. Uses information from a range of sources to determine the appropriate course of action.
S8.1 Applies appropriate recruitment techniques and articulates the value of membership.
S8.2 Overcomes challenges to joining in order to 'close the deal', when appealing directly to potential new members or when seeking to maximise the retention of existing members.
S8.3 Empowers others to recruit new members and retain existing members.
S12.1 Design, deliver and evaluate effective and engaging campaigns that win for members and create opportunities for growth.

S12.2 Bring Union policy to life, translating plans into realistic targets, objectives and time frames.
S16 Maximises the organising potential in workplaces within their allocation by applying the principles, practices and methodologies of organising trade union workplaces taking into account own union's approach and strategy to organising. Ability to organise around a wide range of issues including but not limited to industrial issues, health and safety, and workplace learning.

Behaviours
B2: Has a pro-active approach to team working and inclusivity, shares knowledge and ideas and empower others.
B3: Acts in ways that are just and fair, promotes access and inclusion, adheres to relevant legal requirements and obligations and addresses and challenges inequality where encountered.
B5: Shows resilience to achieve outcomes and remains motivated to enable others and is not deterred by the complexity or size of tasks.
B6: Actively prepares ahead of tasks.

Grading

Assessment method 1: Professional Discussion underpinned by portfolio

KSBs	Pass – all of the following Criteria:	Distinction – pass criteria and all of the following:
K1 K2.1 K2.2 K3.1 K3.2 K3.3 K6.1 K6.2 K6.3 K6.4 K9.1 K9.2 K10.1 K10.2 K12.1 K12.2 K14 S1 S2.1 S2.2 S3.1 S3.2 S3.3 S3.4 S6.1 S6.2 S6.3 S6.4 S6.5 S9.1 S9.2 S10 S11.1 S11.2 S13.1 S13.2 S13.3 S13.4 S14.1 S14.2 S15 S17.1 S17.2 B1.1 B1.2 B4 B7	<p>K1 K2.1</p> <p>Explains the main objectives of their own Trade Union and can further outline how the wider Trade Union movement has historically influenced United Kingdom and other relevant jurisdictions' employment law, workers' rights, equal and fair pay, economic growth, diversity and inclusion.</p> <p>S1</p> <p>Explains how they promoted the purpose and benefits of Trade Unionism by having referenced the relevant history and contribution of the movement. Explains how they adapted the message to at least two different audiences.</p> <p>S2.1</p> <p>Explains how they ensure the membership structures they are responsible for are reflective of Trade Union inclusive practice and also the membership profile.</p> <p>K2.2 S2.2</p> <p>Describes how their own union organises its democratic structures, rules and processes within its sectoral responsibilities.</p> <p>Describes how PESTEL factors can influence the industrial landscape in which their union operates and the how they use this to influence their own membership structures.</p> <p>K3.1 S3.1</p> <p>Describes how they identify, build and maintain their network of key Trade Union stakeholder relationships in order to create a successful union presence.</p> <p>K3.2 S3.2 S3.3</p> <p>Explains how they recognise all potential stakeholders and target audiences relevant to a Trade Union issue and how analysis of power and influence can determine the approaches used when seeking to advance Trade Union objectives.</p>	<p>Conducts impact analysis that evaluates their campaign narrative and how that contributed to the overall success of the campaign.</p> <p>Describes where they have taken a creative approach to their membership structures that has gone beyond expectations and the impact of this approach.</p>

	<p>K3.3 S3.4 Describes when they utilised the views of the wider community as leverage in a Trade Union issue.</p> <p>S6.1 S6.2 Describes when they responded to concerns raised by members, translating what they heard from members into a fact-based case and persuasive argument that the employer side recognised.</p> <p>K6.1 K6.2 Explains the range of different communication techniques that are available when seeking to both recruit, retain and deliver value for members. Outlines the communication techniques that have the most impact when planning within campaigns.</p> <p>K6.3 S6.3 S6.4 Describes when, during a Trade Union campaign, they needed to communicate key objectives persuasively and with conviction. How they therefore chose to deploy one communication and evaluation approach over another, their reasons for this and how it led to a well-informed membership. Further describes how they managed the expectations of members.</p> <p>K6.4 Explains how they would gather data to develop a campaign communication approach and how data can also be used to measure impact.</p> <p>S6.5 Outlines when they recognised gaps in the data relating to their campaign, and how they went about closing down that evidence. Also, which questioning techniques they chose and the reason for this.</p> <p>K9.1 Explains how both employment law, Equality legislation, ACAS codes of practice and health and safety law, can potentially relate to any workplace.</p> <p>S9.1 Describes how they identified, positioned and applied either a piece of legislation, a code of practice, or a policy, in order to successfully advance a Trade Union issue.</p> <p>K9.2 S9.2 Explains the process they use in order to ensure their own work, when supporting and advising members, is</p>	<p>Explains how they have implemented the lessons learnt from a campaign and adapted future campaigns.</p>
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<p>compliant with both organisational policies and statutory provisions.</p> <p>K10.1 Describes how both formal and informal approaches to learning contribute to the creation of self-sustaining Trade Union presence within workplaces.</p> <p>S10 Describes how they created and designed a tailored learning plan for a Trade Union member to upskill them to become a Trade Union Representative.</p> <p>K10.2 Explains their own Trade Union's training policy towards self-sustaining workplaces and how this addresses the sector landscape. Further explains the range of access routes to membership training, where to sign-post members for training, and how to source funding that enables training.</p> <p>S11.1 S11.2 Describes when they faced a set-back with members and how their chosen leadership style was integral to successfully motivating, unifying and strengthening Trade Union membership, applying democratic principles in line with their Trade Union rulebook.</p> <p>S17.1 Explains how they have recognised and responded to an equality issue/opportunity.</p> <p>K12.1 S17.2 Describes when they have developed and applied their own strategy and campaigning to address inequality in the workplace taking into account the Trade Union movement's wider equality agenda.</p> <p>K12.2 Outlines the range of techniques that are potentially available to address an equality issue affecting both Trade Union Members and the wider community.</p> <p>S13.1 B7 Describes when they resolved a problem by mediating on behalf of a Trade Union member. Sets out the main factors that they chose when creating a persuasive case that challenged the other party, and can say how they decided to position this case using tact and diplomacy.</p> <p>S13.2</p>	<p>Critiques different approaches to developing Trade Union Representatives and the considerations they take into account when developing learning opportunities.</p> <p>Explains how their approach to organising is influenced by overcoming the potential barriers to inclusivity and a commitment to equality.</p>
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	<p>Explains how their calm and confident approach to handling conflict and dissention successfully balances the reputation of the Trade Union with the need for resolution.</p> <p>S13.3</p> <p>Explains when they identified that a collective response to a Trade Union issue was warranted and how they went about organising an appropriate response.</p> <p>S13.4</p> <p>Describes when their own explanation concerning a Trade Union issue came under sudden scrutiny and how they successfully defended their position.</p> <p>K14</p> <p>Describes their own union's learning agenda and the types of learning that might be provided in order to enhance the skill sets within a workforce.</p> <p>S14.1</p> <p>Explains when they used different techniques and styles of negotiating and bargaining to achieve the desired results for members.</p> <p>S14.2</p> <p>Explains the techniques they used for identifying the range of possible routes to a successful outcome on a Trade Union issue and how they related this to their decision-making in negotiations.</p> <p>S15</p> <p>Explains how they ensure they maintain the required level of confidentiality when managing personal information.</p> <p>B1.1</p> <p>Outlines the steps they follow that ensures they role-model integrity, impartiality, honesty and diligence.</p> <p>B1.2</p> <p>Explains how their own positive approach to developing and leading Trade Unionism has inspired others to act similarly and how they have developed leadership skills for themselves and for others.</p> <p>B4:</p> <p>Describes the techniques they employ to identify opportunities that may further aid their own development or positive behaviours.</p>	
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Assessment method 2: Work-based Project (WP) followed by a Report and a Presentation with questions and answers

KSBs	Pass – all of the following Criteria:	Distinction – pass criteria and all of the following:
K4 K5 7.1 K7.2 K7.3 K8.1 K8.2 K11 K13 S4.1 S4.2 S5 S7 S8.1 S8.2 S8.3 S12.1 S12.2 S16 B2 B3 B5 B6	<p>K4 S4.1 S4.2</p> <p>Selects a research approach for their campaign that enables them to source and interrogate relevant information. Uses this to inform decision making.</p> <p>K5 S5 B6</p> <p>Chooses and applies key and appropriate planning tools throughout the project lifecycle from planning to evaluation, setting appropriate timeframes, tasks and objectives while ensuring preparation is completed ahead of tasks.</p> <p>K7.1 S7</p> <p>Makes well-informed decisions using problem solving techniques, that take into account where they have analysed membership data from a range of sources to assess, develop and enact strategies for recruitment or retention while being mindful of recruitment trends and the reasons members join a trade union.</p> <p>K7.2 K8.2 S8.1</p> <p>Considers both the Trade Union benefits, rights and responsibilities that relate to new members, plus the local workplace and other factors influencing membership. Applies appropriate recruitment techniques and articulates the value of membership.</p> <p>K7.3 S8.2 B5</p> <p>Recognises the main challenges and motivations of members and the internal and external factors that are impacting on them and the trends influencing retention and recruitment. Uses a tactical approach to overcome the challenges to maximising membership for retention and recruitment. Explains how their resilient approach to Trade Union issues helps them to achieve outcomes irrespective of the scale of the task, while also enabling others.</p>	<p>Explains how and why their own approach to researching campaign related data might be applied to future campaigns.</p> <p>Compares and contrasts different recruitment techniques and justifies the ones that they used.</p> <p>Goes beyond project scope by making evidence-based recommendations on how future campaigns might utilise lessons learnt.</p>

	<p>K8.1 Demonstrates recognition of the importance of growth and retention for Trade Union sustainability and power.</p> <p>S8.3 Uses a strategy for maximising membership that involves the empowerment of others to recruit and retain members and does not solely rely on own direct interventions.</p> <p>K11 S12.1 S12.2 S16 Designs, creates, delivers and evaluates an effective, engaging and time bound campaign in line with union policy/strategy and members' interests which includes targets and objectives to create opportunities for growth. Adopts a suitable approach to maximising the organising potential which covers multiple variables including, but not limited to, industrial issues, health and safety, and workplace learning</p> <p>K13 Identifies all relevant legislation and organising/leverage opportunities related to health and safety in the workplace.</p> <p>B2 Actively involves colleagues/team members, shares knowledge, and supports them so they can be effective.</p> <p>B3 Promotes both inclusion and access issues and ensures their approach to Trade Union issues is lawful and compliant</p>	<p>Evaluates the effectiveness of how H&S legislation is being applied in the workplace.</p> <p>Critically evaluates the existing inclusion and access requirements in the workplace making recommendations for improvements.</p>
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